

The Educational Policy Strategy on Foreign Citizens Coming to the Russian Federation, as a Factor of Their Socio-Cultural Adaptation and Integration

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ABSTRACT

Considering the fact that starting from January 1, 2015 the complex exam is introduced for the first time in the Russian Federation for the foreign citizens, who apply for obtaining the employment and residence permits, this article reveals the educational policy strategy on this category of foreigners. This policy is considered within the framework of the migrants' adaptation and integration into the Russian society. The authors of this research studied the effectiveness of new testing by collecting and analyzing statistical data. The sample included 492 respondents. The test results showed that the "Russian language" module turned out to be the most difficult. The survey conducted among foreign nationals also has indicated that the majority of them are having trouble with learning the Russian alphabet, as this alphabet, according to the respondents' opinion, is very different from the Latin alphabet of the Romanic languages. Moreover, the number of received points has practically no correlation with the gender factor related to the candidates. The practical value is that this study became the basis for the development of a single database for statistical processing of test results.

KEYWORDS

Educational policy, migration, socio-cultural adaptation, lingual-didactic testing, complex exam

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Introduction

Migration plays a significant role in the socio-economic and demographic development of the Russian Federation (RF) (Dolzhikova, 2014; Kamalova & Zakirova, 2016). During the last two decades, migration growth largely compensated more than half of the natural decrease of population (Mukhataev, 2013). In this regard, involvement of foreign workers pursuant to the key professional-qualifying groups in accordance with demands of the Russian economy is a necessity for its further onward development.

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Migration in the Russian Federation is characterized not only by the qualitative indicators and movement directions, but also by the qualification characteristics of migrants. According to the FMS (Federal Migration Service) in 2013, 1.5 million people were legally involved into labor activity in the country (Mukhataev, 2013) and according to some estimates, 3.6 million people work illegally (FMS, 2014).

The growth of cultural distance between the arriving migrants and the Russian population caused by the growing number of migrants from the countries of cultural and religious traditions that differ from Russia, becomes the result of the formed migration streams. The situation is getting complicated also because migrants of the new generation, arriving to the Russian Federation mainly from the CIS countries, possess lower education level, worse knowledge of the Russian language and worse professional-qualifying background than migrants of the 1990s (Moseikina, 2014).

Foreign, and mainly European researchers are the authors of the key papers in social and political science, devoted to the analysis of the transformations caused by immigration processes in the host countries, the specifics of national and international political regulation of immigration processes and the status of immigrants in host societies (Bertossi, 2011; Bertossi, Duyvendak & Scholten, 2015; De Graauw & Vermeulen, 2016; Scholten & Penninx, 2016).

Along with that, the attitude to the increasing migration has become the clash area between supporters of national self-determination and national identity consolidation, on the one hand, and the doctrines of multiculturalism gaining strength and popularity, on the other.

Literature Review

As early as in the 1920s, American sociologist R.E. Park (2004) noted that historical progress and development of civilization could be possible only given constant migratory movement of people along with the relevant mixing of peoples and cultures, and the "freedom of movement" allows "to learn and to see the world".

Problems of the theory of multiculturalism, ethnic and cultural diversity and multicultural citizenship in a liberal context are discussed in detail in the papers of F. Fukuyama (2006), K. Joppke (2004). In particular, pursuant to the definition given by researchers who studied multicultural perspectives in the field of media (Shohat & Stam, 2014), multiculturalism does not deny the European culture, but opposes Eurocentrism (Shohat & Stam, 2014), which still remains the dominant viewpoint which states that the world is divided into the West and the rest, and the language and the way of thinking are organized around binary oppositions in where all the European is implicitly represented as the highest – "our" nation and "their" tribes, our "culture" and their "folklore", our "defense" and their "terrorism" (Stam & Shohat, 1995).

In turn, in his "Challenge to the American National Identities" S.P. Huntington ominously states that the most plausible response to the demographic changes that occur in the United States, is the growth of anti-Latino, anti-Afro-American, anti-immigrant movements which consist mainly of white men of the middle and lower classes, defending their jobs from immigrants coming from other countries who oppose the perversion of their culture and ousting of their language (Huntington, 2004). Such movements can be called "white nativism". In other words, America and modern Europe face up to the crisis of multiculturalism, which exists due to the gap

between the host society and immigrants, both in the socio-economic and cultural sense (Miller, 2016; De Graauw & Vermeulen, 2016).

Under these conditions, the world practice of migration management discovered the problem of elaborating methods and strategies of adaptation of migrants, development of international, governmental and public institutions that implement them, with regard to the national interests of their states (Kagitcibasi, 2016; Stepanenko, Nakhabinina & Tolstykh, 2013). According to this, provision of legal framework for migrants' integration into Russia and their social-cultural adaptation acquires specific significance (Nesterova, 2014; Dolzhikova, Kiseleva & Kazhaeva, 2014).

It is pertinent to point out that the complex exam is a completely new phenomenon in the Russian system of educational process for foreign citizens and, naturally, its introduction causes wide public interest (Kashkin, 2013). Moreover, introduction of the integration exam for the category of "working migrants" is not practiced anywhere in the world. In the migratory-attractive countries such procedure is applied for persons being in the process of obtaining citizenship or permission for the part-time residence (PPTR), or residence permit (Banulescu-Bogdan, 2012). At the same time, European and American governments have already pursued an integration policy that focuses on combating educational disadvantage as well as on maintaining the cultural identities of ethnic minorities (Rijkschroeff et al., 2005).

Also, analyzing foreign experience in the field of integration, it should be noted similar trends in the content focus of examination tasks, carrying an emphasis on the study of the national way of life of the host country's history, national traditions and cultural values with a view to primarily socio-cultural adaptation and integration of migrants into their host society (Liu et al., 2016; Miller, 2016).

Aim of the Study

The objective of this article is the analysis of the educational policy strategy with regard to foreign citizens coming to the Russian Federation, as a factor of their socio-cultural adaptation and integration.

Research questions

According to the purpose of the investigation, the tasks are as follows: to determine methods and approaches used for elaborating the content of the complex exam introduced since January 1, 2015, to detect expert evaluations formed in the society regarding this exam, characteristics of the approbation results of test tasks in local testing centers in Russia and abroad and to determine the estimation criteria for this exam.

Materials and Methods

Study of the above problem implied the use of general scientific and specific principles and methods, including the dialectical method, which requires the study of all subjects and events in accordance with their constant change and development, and the system method, which was used while studying political, institutional and socio-cultural spheres of migration activity as a complex nonlinear system.

We used theoretical approaches developed in modern test study, which is a part of psychology. In this regard, we used such methods as the laboratory and natural



experiment; psychological modeling, questionnaires and interviews, examination of documents, observation in test situations, and others. This being said, the methods of processing the results represent a special group. During this study, we used the so-called interpretive methods aiming at theoretical explanation of the studied phenomenon. There is always a complex and system set of different options for functional and structural methods, which close the overall cycle of the conducted study. Comparative method was used when making comparisons of the integration exam model in different countries, including Russia.

Starting from January 1, 2015, pursuant to the Federal Law of the Russian Federation No. 74 (dated April 20, 2014) the mandatory complex exam was introduced on the territory of the Russian Federation for three categories of foreign nationals who apply to obtain 1) employment permit (arriving upon entry visas, except for highly qualified professionals) or the patent (free entry); 2) temporary residence permit; 3) residence permit. The group of migrants, passing this complex exam is quite heterogeneous: different age groups, different knowledge level of the Russian language, as well as different education and trainability levels. These are largely young, active, able-bodied people – immigrants from the CIS countries who come for a short time (from several months up to 2-3 years) in search of a better life.

The state testing system throughout 4 months of conducting this complex exam showed its effectiveness and the ability to provide that complex exam in the country. Today the Integrated distributed system of test results information exchange has been launched. This system aimed at testing based on standardized exam materials. The exams are held in local test centers of the Russian Federation; presently there are 369 such centers in 85 constituent regions of the Russian Federation. After the exam is finished, all the data are put into the Integrated distributed system of test results information exchange, which was created on the basis of the Russian Peoples' Friendship University, and then the data is transferred to the Federal Migration Service of Russia. Figure 1 shows the placement of local centers in the constituent regions of the Russian Federation.

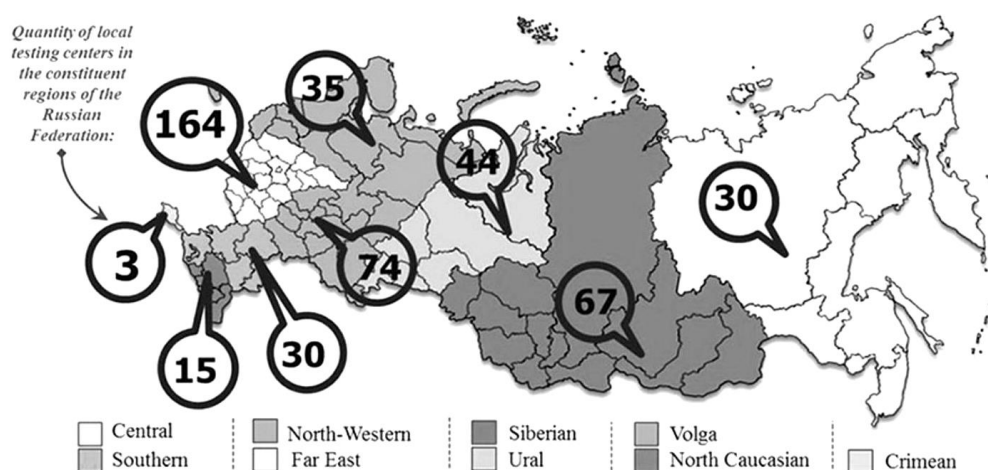


Figure 1. Distribution of local centers in the constituent regions of the Russian Federation.

Results

Concept of the exam on the Russian language, history of Russia and fundamentals of legislation of the Russian Federation

The additional modules on the history of Russia and fundamentals of legislation of the RF included into the integration exam are oriented on the legal, socio-cultural and language adaptation of the foreign citizens arriving to the country, development of their skills of intercultural communication, tolerance and counteraction against xenophobia, national and racial intolerance, social exclusiveness of the migrants.

The content of historical and legal examination modules many times became the subject of public and expert discussions. The module "History of Russia" became the most controversial. The opponents of passing this exam on the history of Russia by foreign citizens and the very idea of getting the working migrants familiarized with the past of our country proceed from the assumption that getting the information that goes beyond their pragmatic interest becomes the excessive and useless burden for people who are not ready for study.

Some human rights advocates and community representatives think that passing the tests on the history of Russia and fundamentals of the RF legislation will not only become impractical for the working migrants, but in practice will lead to corruption scheme which is familiar for migrants. This will only increase their hostile attitude to the Russian realities on the one hand and on the other – will lead to critical perception of the culture and the country's past (Kashkin, 2013). In this regard, due attention is paid to the low level of knowledge of the Russian language by the migrants and their humanitarian training in the native country, absence of their motivation to study and concern only over wages that hardly would promote acquisition of such knowledge.

At the same time, it should be noted that inclusion of the module "History of Russia" into the complex exam structure as a subject of multi-factor (multi-aspect) character is fundamentally important to reveal different parts of historical process – economy and policy of the state, culture, history of religions, spiritual life and national traditions, etc. All this determines specific status of the course of the history of Russia within other humanitarian disciplines. This module in close connection with the fundamentals of legislation of the RF is intended to minimize the "cultural shock" problem of a working migrant in the foreign language environment and simultaneously promote the development of the views regarding the national-cultural specificity of Russia, respectful attitude to the adopted laws set and the country's historical past.

The module "Fundamentals of the RF legislation", made with regard to practical significance of the legal knowledge for migrants did not cause fundamental objections, both from the part of public and from the experts. The basic critical remarks were made as regards the formulations of issues and their harmonization with the stated requirements to the level of knowledge of the Russian language. This turned out to be a very difficult task – preparation of the text of questions given the limited lexical vocabulary of migrants.



Approbation of the experimental exam tasks

Within the Concept of the complex exam, the developers carried out standardization of each exam task: first in the approbation groups, then in the certification tests, and created control versions of standard tests. Approbation of the experimental exam tasks on the Russian language, history of Russia and fundamentals of legislation of the Russian Federation for foreign citizens was conducted in 48 testing centers in 34 cities of the Russian Federation and in 10 foreign countries. Simultaneously, questioning of the testing center employees and the tested persons was conducted.

Generally 492 foreign citizens on the territory of the Russian Federation and 127 foreign citizens outside its territory (including, citizens of Azerbaijan, Tajikistan, Georgia, Kirgizia, China, Serbia, Moldova Republic, Estonia and etc., as well as the stateless persons) took part in the approbation. On the RF territory only 35% of tested subjects passed the whole exam successfully, abroad – 85%. Percentagewise, on the RF territory 60% passed the exam on the Russian language successfully, 42% – on the history of Russia, 41% – on the fundamentals of the RF legislation. Abroad, 98%, 74% and 75% did it accordingly. In terms of nationality, the persons tested on the territory of Russia were distributed as follows: citizens of Uzbekistan – 32%, citizens of Ukraine – 16%, citizens of Armenia – 12%, citizens of Tajikistan – 9%, citizens of Moldova – 8%.

Unsatisfactory results on the modules "History of Russia" and "Fundamentals of the RF legislation" within this approbation are explained foremost by the fact that in this situation motivation during preparation to the exam was extremely low, as these modules were not obligatory at that moment. It is completely evident, that successful passing of the tests on these two new modules will require compulsory primary preparation from the foreign citizens, study of the reference materials, which the candidates were not always ready to do at that moment. The specialists who conducted the exam evaluated the quality of testing materials as generally positive. Despite of that fact, however, the approbation process resulted in substantial adjustments of the form and content of examination tasks as well as the method of their application, taking into account the weak level of knowledge of the Russian language by foreign citizens along with complexity of legal and historical terms.

Criteria of examination estimation

As a rule, foreign states establish the mandatory quantity of the right answers to the qualified majority of questions (60 percent from the general number and higher) (Goodman, 2010). At the same time, it is necessary to remember that in absolute majority of cases similar test in foreign countries is mandatory to obtain citizenship, but not the labour permit or part-time residence permit, as it should be in the RF. In Russia, the similar rate of the positive result of the exam is established within testing on the Russian language as a foreign one (Stepanenko, Nakhabina & Tolstykh, 2013). As regards the modules on history and rights, the idea of "50 per cents + 1 question" was substituted by the criterion "40 per cents of the right answers as sufficient" already on the approbation stage. Presently, the issue of minimum rate differentiation between migrants, which claim the work and patent obtainment, the receipt of part-time residence permit and residence permit, is considered. The story might develop in such a way that the certificates of successful

test passing will be given to the labor migrants in case of 30% of right answers, claimants for part-time residence – at 50% result, and those, who want to receive residence permit, must give correct answers to 75% of questions (as this is the first step towards obtaining the citizenship).

With regard to the previously mentioned, the Ministry of Education and Science of the Russian Federation set the task not only to formulate the requirements to the knowledge of the language, history and law of the RF, but also to develop the programme of assistance to migrants in mastering these disciplines. As a result in accordance with the Roadmap of the integration exam introduction, the reference materials and text-books for preparation to the integration examination on the history of Russia (Kozmenko et al., 2014) and fundamentals of the RF legislation (Dolzhikova, Kiseleva & Kazhaeva, 2014) were prepared. They include the list of basic topics, issues, specific terms stated in the understandable language; the history module also includes the list of historical dates and the list of personalities, compulsory for studying, description of the festivals of modern Russia; training tests on all the modules (Moseikina, 2014). Communicative, legal and socio-cultural competences obtained within the framework of the studied modules can be applied by foreign citizens on the elementary level in such language-based areas of communication, as social-routine, business-official, professional, socio-cultural, educational (which earlier was optional, but presently becomes the necessary area of communication).

With regard to the quantitative increase of the tested foreign citizens planned in 2015, the task of creating and management of the unified database for the statistical processing of the testing results is especially topical. This task was outlined in the Concept of functioning of the system for processing, storage and use of the test results for foreign citizens on the Russian language, history of Russia and fundamentals of the RF legislation, prepared by the Peoples' Friendship University of Russia. Its implementation is one of the priority activities of all participants of the state testing system (Nesterova, 2014).

Educational modules and the preparation of foreign citizens to the complex exam

Pursuant to the concept, the complex exam includes three modules: Module I "Russian as a foreign language", module II "History of Russia", the module III "Fundamentals of legislation of the Russian Federation".

Preparation to this exam demands consideration of the minimum requirements to the level of knowledge of the Russian language, history of Russia and the fundamentals of legislation, approved by the Ministry of Education and Science of the Russian Federation. The key feature of the exam is the Russian language as a means of successful communication, which provides the integration of migrants into the Russian society and their adaptation to the Russian environment. The special adaptation program should help the students in getting communication skills within the elementary knowledge of the Russian language, providing the ability to formulate and express their thoughts in Russian, to hear and to listen, to establish contacts, to integrate into the cultural space of Russia.

Module I "Russian as a foreign language" consists of 5 specialized subtests, each of which focuses on a specific, enlarged testing object:

- Subtest 1. Vocabulary. Grammar.
- Subtest 2. Reading.



- Subtest 3. Auding.
- Subtest 4. Writing.
- Subtest 5. Speaking.

Any foreign national should be able to read small-volume texts (advertisements, announcements, signs, labels, guideboards, fragments of interviews, short texts of the country-specific character), aimed at the general comprehension of content and to identify the topic of the text contained therein, as well as to understand the basic and the additional information. The foreign citizen should be able to fill in questionnaires, forms, notices (in order to receive parcels, transfers), to write a statement (on employment, on admission of the child to school). In other words, the themes and genres of texts are relevant to the fields of communication such as formal-business (appeal to the Federal Migration Service, to the police, tax authorities, and employment services), professional (enterprises, trade and markets), and social and living (at the airport/railway station, in the post office/bank, at the currency exchange etc.).

The foreign citizen should understand by ear the basic content and significant parts of the monologue and dialogue (communicative intentions of the participants) (Auding). The foreign national should be able to compose (according to the communication setting) coherent, logical oral monologue messages on the suggested topic and to participate adequately in a dialogical communication in a limited set of specific situations: formal-business, professional and social sphere of communication (Speaking). The foreign national should use a limited set of linguistic (lexical, grammatical and phonetic-intonation) skills in the speaking process; the minimum lexical volume makes 850 units (Vocabulary / Grammar).

The level of communicative competence in the field of the Russian language required to get successful results in Module I, is not correlated directly with the materials included into the Modules II "History of Russia" and Module III «Fundamentals of legislation of the Russian Federation." During preparation for the complex exam, foreign nationals can acquire knowledge necessary for successful completion of Module II and Module III, not only in Russian, but also in their native languages. Since the exam assignments used in the Modules II and III, are the test tasks with multiple choice, the students should have only receptive knowledge of the material offered to them during the exam; In addition, they can use bilingual dictionaries during the exam.

Module II "History of Russia" and Module III "Fundamentals of legislation of the Russian Federation" contains one test, comprising, respectively, 10 (labor migrants) and 20 tasks (the categories "residence permit" and "temporary residence permit") During the test, the foreign citizen has the right to use the dictionary of historical and legal terms (including dictionaries translated into the native language).

Within the topics relevant for this level of knowledge related to the course "History of Russia", the foreign citizen should know: the names of famous political and public figures, outstanding figures of the Russian science and culture, their contribution to the historic development of the Russian society and the world culture; basic facts and events of the Russian history according to the historical chronology, their significance for the understanding of the modern role and place of Russia in the world, the contribution of different peoples and cultures to the country's general history, the main cultural monuments related to different

historical periods; religious confessions, holidays, national, cultural and religious traditions of the Russian community ..

As a result of learning the material, determined by these "Requirements ...", the foreign citizen should know: the foundations of the constitutional system of the Russian Federation; the fundamental rights, freedoms and duties of foreign citizens in the Russian Federation; the rules of entry into the Russian Federation, along with the rules of stay and residence on the territory of the Russian Federation; the foundations of civil and family law of the Russian Federation; legal liability foundations of foreign citizens in the Russian Federation; the bases of their interaction with the governmental authorities of the Russian Federation and consular offices of the country of their origin.

The purpose of studying the materials included in Module III is to train the foreign citizen to comply with the requirements of the Russian legislation related to entry, stay, residence and employment on the territory of the Russian Federation; at the same time the foreign national should be able to implement and protect his/her rights by legal means, including, cooperation with governmental authorities.

Presently, relevant bodies have finalized the preparation of the new exam tasks on the "Russian as a foreign language", the "History of Russia" and the "Fundamentals of legislation of the Russian Federation", with regard to differentiation of the three categories of foreign nationals. Generally, 20 versions of each module were prepared, pursuant to the basic modern didactic and methodological requirements, with due regard to the accuracy and validity requirements.

The most substantial changes were made as regards the exam tasks for the third category of foreign nationals – the "residence permit" applicants, as this status is a step towards citizenship. Therefore, it implies more strict requirements to the volume of tested knowledge, and to the complexity of the prepared tasks. This explains the complexity of the test. In other words, if the module "Russian language" retained 5 subtests, the modules on the history and the fundamentals of the Russian legislation for the category "residence permit" presently consists of two subtests. The first subtest includes 20 tasks in the form of multiple choice. The assignment sample is as follows:

During the reign of Prince Vladimir in the X century, the state religion adopted in Rus' was called.....

- A) *Islam*
- B) *Christianity*
- C) *Buddhism*

or

The Fundamental Law in Russia is called...

- A) *The Constitution of the Russian Federation*
- B) *The Code of the Russian Federation*
- C) *Decree of the President*

The second subtest contains 5 tasks with freely constructed response items. The assignment sample is as follows: Which Russian Tsar reigned when the city of St. Petersburg was built? Answer _____ [Peter I]

In addition, the module "History of Russia" has been expanded by the list of dates, personalities, historical monuments, which study is mandatory.



Preparation for the Exam

There are already more than 300 courses devoted to the Russian language studies on the territory of the Russian Federation, one third of which are free of charge. Preparatory work is conducted by the leading Russian universities, local testing centers, centers for the socio-cultural, legal and language adaptation, which are created in the constituent regions of Russia (to date, the adaptation centers have been opened in Tambov, Orenburg, Moscow, Moscow region), religious centers.

There are various methods of preparation for the exam, which can be carried out independently by means of reference materials, the elaborated training manuals on the Russian language, the history of Russia and the fundamentals of legislation of the Russian Federation, as well as different audio and video courses. Foreign citizens can get ready for this exam by visiting specific courses, with relevant teachers. The course attendance is not a compulsory prerequisite for taking the exam.

The websites of organizations, which conduct the exam, provide legal documents regulating the need for this exam, the list of documents required to register for taking the exam, the fee, the duration of the test and the number of points one needs to get in order to subsequently obtain the relevant certificate. On the same web sites, one can find the information required to prepare for the exam and download a demo version.

The information regarding relevant requirements, types of tests, as well as the access to the list of key questions to all the three modules is completely open and available in hard copy and e-form on the websites of Russian universities and the local testing centers.

Foreign citizens are encouraged to learn the compulsory minimum amount of information related to the history and fundamentals of legislation of the Russian Federation. In order to prepare for passing the module on "History of Russia", one can use the open-access consolidated list of questions, the full list of holidays, historical dates and historical personalities required to memorize. In order to demonstrate better understanding and more adequate perception of historical facts and events, foreign citizens are advised to be familiarized with a number of Russian feature films, devoted to history and culture (e.g., "Alexander Nevsky," "Ivan the Terrible", "1612: Chronicles of the Time of Troubles", "The First Teacher", "Gagarin: First in Space" and others.). As regards the module on the "Fundamentals of the Legislation of the Russian Federation", the consolidated, open-access list of questions is also available.

Migrants have the opportunity to pass a trial computer testing online. Sample tests are available on the websites of the organizations, which conduct the exam. The educational institutions and training centers responsible for the full-time training of the foreign nationals are recommended to provide the following number of training hours:

- Module I – 150-170 hours;
- Module II – 36 hours;
- Module III – 36 hours.

At the same time, the higher educational institutions have developed and implemented various training programs related to the complex exam, which differ in the number of training hours, the volume of the material being studied and the

degree of its adaptability. The short-term intensive vocabulary-oriented courses are the most popular among both groups and individuals.

The statistics for today is as follows. In the Russian Federation, There are about 10,900,000 foreign nationals; about 700 thousand foreigners are staying on a permanent and temporary basis (81% of them are the CIS nationals).

The exam is conducted in 369 testing centers. As of May 25, 2015, according to the Russian Federal Immigration Service, the total number of foreign citizens, which passed this complex exam, makes 873,930 people. Table 1 shows that 693,521 persons passed the exam at the "foreign worker" level; 123, 353 persons – at the level of "temporary residence"; 57,055 – at the level of "residence permit" (Table 1).

Table 1. Statistics related to the tested foreigners

General number of the tested foreign nationals during 01 January-25 May 2015 (quantity)		
Complex exam for the "foreign worker" level (employment permit and patent obtainment)	Complex exam for the "temporary residence" level	Complex exam for the "residence permit" level
693.521	123.353	57.055

According to the statistical data obtained from the Center for the study of Russian language and culture "International Cooperation" (Krasnodar) in January 2015 300 persons passed the complex knowledge quality control. They represented ten countries: Abkhazia (2%), Azerbaijan (3%), India (2%), Kazakhstan (2%), the Kyrgyz Republic (2%), the Republic of Armenia (4%), Tajikistan (15%), Uzbekistan (35%) and Ukraine (33%). As regards gender representation, women made 17% and men – 83%, which is quite understandable, because the certificate on successful testing is largely required to obtain the employment permit or a patent (81%), and foreign nationals quite often need the certificate to do difficult physical work. 10% of all registered persons passed this exam to obtain the temporary residence permit, 6% – to obtain the residence permit and 3% – to obtain citizenship. The first attempt to pass the exam proved to be difficult for 15% of foreigners, which corresponds to the country's data (Figure 2).

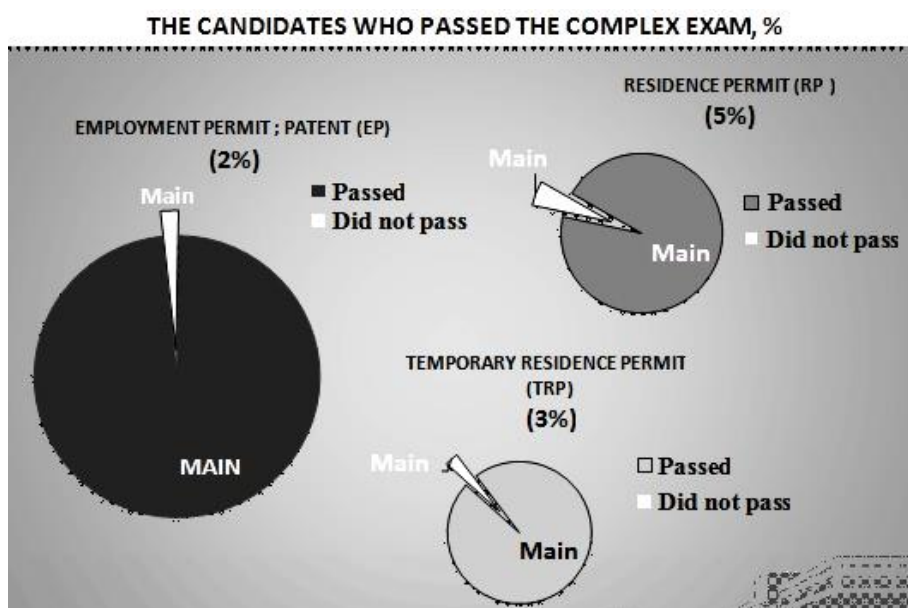


Figure 2. The candidates who passed the complex exam



Discussion and Conclusion

The survey conducted among foreign nationals has shown that the majority of them are having trouble with learning the Russian alphabet, as this alphabet, according to the respondents' opinion, is very different from the Latin alphabet of the Romanic languages. As regards pronunciation, the most problematic is the letter "Ы" ("Y") and "Й" ("J") as well as their identification in the written text. Thus, pronunciation deserves specific attention. A.V. Dolzhikova (2014) indicates the same findings.

As regards the methods of teaching the Russian language, specific attention should be paid to the fact that the foreign candidate quickly learns the Russian language, given simultaneous reading, writing and speaking instead of learning all this stage-by-stage. The lesson, built on these principles, promotes establishment of the correct ratio between auditing and writing.

Foreign countries experience indicates that the most effective methods of foreign language imply the use of grammatical patterns included into the situational adapted texts. These texts reflect the real situation faced by foreign citizens in their daily lives. These are the situation-based texts, like "In the bank", "In the store," etc. The methodology of teaching the Russian language, based on the model study, promotes the "language immersion effect" and motivates the classroom, as the candidates immediately and actively start to use the language in practice, along with the vocabulary enrichment (Nesterova, 2014).

We used the survey method to identify the main difficulties in the use of integration exams for migrants, and to identify the shortcomings of the educational policy in this area. Using the same methods R. Rijkschroeff et al. (2005) explore pros and cons of educational policies on migrants and minorities in the Netherlands.

The practice of holding training courses before the complex exam on the history of Russia and the fundamentals of the Russian legislation has shown that many students perceive the "book" vocabulary and the complex structure of answers to the questions from the open list with great difficulty. Therefore, teachers need to adapt the material, apply it in a more conversational, emotional way. The work on drawing up the glossary, and its translation into the languages of neighboring countries continues. Particular difficulties arise during the development of some of the concepts in the module "Fundamentals of Legislation of the Russian Federation", such as "discrimination", "branch", "constituent subjects of the Russian Federation", "federal structure". They demand explanation using the elementary vocabulary and the memory control.

Considering the module "History of Russia", visualization promotes better learning of the material, along with the principle of clarity, in other words, demonstrating portraits of political leaders, military and cultural leaders, pictures, monuments, etc. It is necessary to focus the attention of the foreigners on the concepts, which are difficult to distinguish in answering the testing questions. For example, "the War of 1812" and "The Great Patriotic War", "The Russian President" and "The President of the USSR," "The First Russian Revolution" and "The Great Russian revolution."

All in all, the language itself and the language ability form the introduction of the Russian language picture of the world to the foreign employees, through which the foreigners get familiarized with the legal and cultural characteristics of the native speakers, their habits, customs, rules of conduct and etiquette, along with the

ability to understand and to use them in the process of communication, while they remain bearers of other cultures. The exam experiment in Russia has just started and time will show its role in the future adaptation and integration of foreign citizens.

Generally, it should be noted that the number of received points has practically no correlation with the gender factor related to the candidates (sampling for the specified time period only showed that men were somewhat more confident in passing the modules on the history of Russia). The level of education might become the decisive factor for candidates who are not native speakers of the Russian language, while the native speakers have almost no difficulties with passing the subtest, regardless of whether they have secondary or higher education (usually the error rate related to candidates with the secondary and/or higher education is minimal). The candidates who represent the elder age group of the CIS nationals, having graduated from a Soviet school and do not have higher education, as a rule, are experiencing some difficulties only when giving answers to questions related to the modern history of Russia, while their young compatriots more often make mistakes in giving answers to the questions, related to other periods of the Russian history. In general, it should be noted that the number of foreigners who did not pass the exam could often be explained also by the year of their birth. Presently, foreign nationals, who arrived from the territories of the former Soviet republics, passed this exam, where until 1991 the study of the Russian language was compulsory and therefore many of them had certain knowledge of the Russian language, which is very important for the successful completion of the complex exam. If the candidate was born after 1991, difficulties occur with the content of the test, but not with its form.

The important component of the migratory process management is the sharply actualized necessity to develop adequate mechanism of socio-cultural adaptation and integration of migrants and members of their families, which arrive into the country. The European countries, which try to integrate the ethnic migrants from Turkey, North Africa, and the Middle East countries already faced up to this problem for many years. The policy of multiculturalism conducted in Germany, France, the U.K. and a number of other countries, actually failed. This urges their leaders to develop new approaches to the migration issues. Russia faces the same problem today. Recently it became the original center of attraction of labor migrants among the countries of post-soviet space. The replacement of lingual-didactic testing by the integration exam corresponds to the modern foreign experience of migratory-attractive countries, which have considerable experience in the issues of adaptation and integration of the foreign citizens. The modern state testing system is the logical development of the linguo-didactic testing on RLF (Russian language as a foreign one) created more than twenty years ago.

Today it is also evident that the issues of migratory process management should be solved in close interaction with the countries of migrant outflow, thus supervising the whole spectrum of disputable situations before arrival of a migrant into the receiving country (Goodman, 2015; Flecha, 2015; Collett & Gidley, 2013). It is supposed that similar work will be conducted in the countries of migrants' origin within the created educational centers of pre-migratory preparation of the foreign citizens to passing the complex exam, and also on the basis of Russian centers of science and culture (RCSC) of Rossotrudnichestvo (Russian cooperation), Slavic universities, created in Armenia, Kirgizia, Tajikistan, Azerbaijan, where



organization of courses on teaching the Russian language, history of Russia and fundamentals of the RF legislation is planned for preparing to exams in accordance with the Russian educational programs. Thus, the advancement of the Russian language and Russian culture abroad will be carried out through education and the system of preparation to the integration exam.

Generally, it should be noted that within the framework of the Concept of complex exam on the Russian language, history of Russia and fundamentals of the Russian legislation for foreign citizens, Russia solves the task regarding development of the educational instruments of modern migration policy in Russia, enhancement of the education level of the migrants, improvement of their knowledge in the field of the Russian language, history of Russia and the Russian legislation. This will undoubtedly promote the process of adaptation and integration of the foreign citizens into the socio-cultural environment, which is new for them, and this will result in mutual understanding between the citizens of RF and migrants, and will finally keep stability and international peace in the Russian society.

Implications and Recommendations

The study proposes a brand new instrument of social-cultural adaptation that will determine preconditions for successful integration of the working migrants into the Russian society.

The analysis of the experiment shows that, firstly, Russia increased the requirements for migrants, and this in turn leads to qualitative changes in migration flows. Experts consider that from 10 to 20% of migrants have to leave Russia due to unsatisfactory results of this complex exam. Secondly, migrants themselves realize the necessity to study the Russian language, Russian history and fundamentals of legislation of the Russian Federation. Thirdly, the introduction of the new law formed the "multiplier effect." Currently, the leaders of the former Soviet republics are seriously concerned of the fact that part of the population cannot be employed on the territory of Russia, and this in turn might lead to the economic crisis in these countries and social complexities due to the increase in unemployment. Presently, such countries as Uzbekistan and Tajikistan launched a campaign for the resumption of Russian schools, as well as the organization of pre-migration training.

Probably, research findings might become the basis of the policy of "monoculturalism" as a counterbalance to the policy of multiculturalism, which is wide known by its collapse in Europe.

Disclosure statement

No potential conflict of interest was reported by the authors.

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